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ABSTRACT

Stating that social studies can help students find order in their lives by illustrating patterns and connections of human existence, this guide addresses essential learning requirements for social studies in the state of Washington. The guide notes that these requirements seek to give students the knowledge and skills they need to participate as responsible and effective citizens in an increasingly complex world. The guide cites three essential learning requirements for history (1) the student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in the United States, world, and Washington State history; (2) the student applies the methods of social science investigation to investigate, compare, and contrast interpretations of historical events; and (3) the student understands the origin and impact of ideas and technological developments on history and social change. The guide cites three geography requirements: (1) the student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on the earth's surface; (2) the student understands the complex physical and human characteristics of places and regions; and (3) the student observes and analyzes the interactions among people, the environment, and culture. Students should understand basic economic concepts and analyze the effect of economic systems on individuals, groups, and society. Each learning requirement is further subdivided and detailed. (BT)

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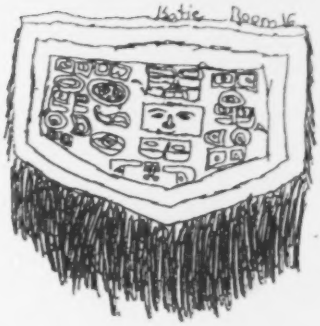
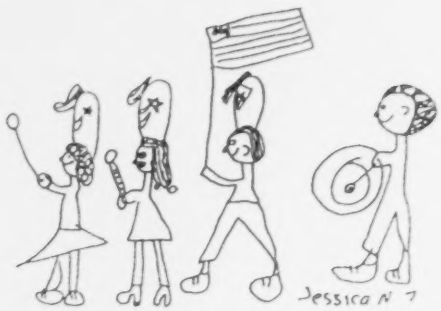
Washington Department of Public Instruction

Essential Academic Learning Requirements (1997)

Social Studies

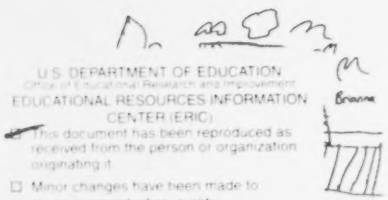
Social Studies





History

Civics



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Geography

Economics

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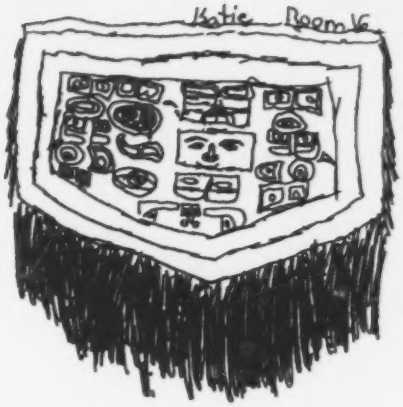
Social Studies



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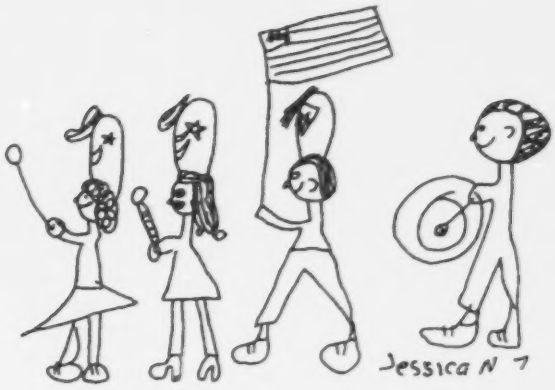

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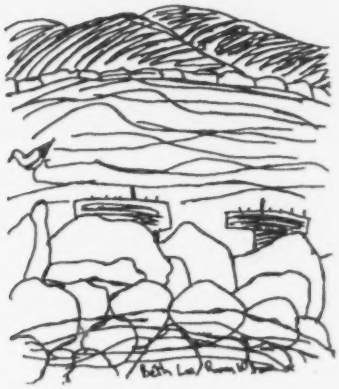


Geography

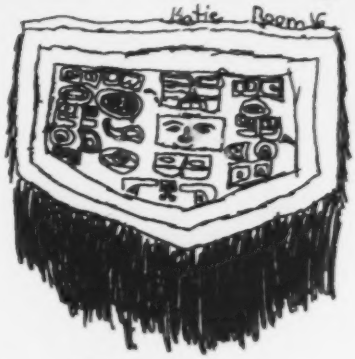
Economics

INTRODUCTION TO SOCIAL STUDIES

The 21st century brings us face-to-face with the information-technology age. New issues, together with old problems, will challenge the intellectual and social structures of our world. Social studies can help students find order in their lives by illustrating patterns and connections of human existence. In social studies, students examine the past and present for clues to the future. Through the perspectives of history, the interactions of people and places in geography, the lessons of rule of law in civics and the economics of society, The Essential Academic Learning Requirements in social studies give students the knowledge and skills they need to participate as responsible and effective citizens in an increasingly complex world.

SOCIAL STUDIES

The Essential Academic Learning Requirements in



History

1. **The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.**

   To meet this standard, the student will:

   1.1 understand historical time, chronology, and causation
   how events occur in time and place, are sequenced chronologically, and impact future events

   1.2 analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history

   1.3 examine the influence of culture on U.S., world, and Washington State history

2. **The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.**

To meet this standard, the student will:

2.1 investigate and research
use sources of information *such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts* to investigate and understand historic occurrences

2.2 analyze historical information
evaluate different interpretations of major events in U.S., world, and Washington State history

2.3 synthesize information and reflect on findings

3. **The student understands the origin and impact of ideas and technological developments on history and social change.**

To meet this standard, the student will:

3.1 explain the origin and impact of an idea on society
for example, free speech, rule of law, or separation of church and state

3.2 analyze how historical conditions shape the emergence of ideas and how ideas change over time

3.3 understand how ideas and technological developments influence people, resources, and culture

SOCIAL STUDIES: HISTORY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.1 understand historical time, chronology, and causation		
group personal, local, and state events by broadly defined historical eras and place in proper sequence on a time line	group events and individuals by broadly defined historical eras and develop related time lines	group events and individuals by broadly defined historical eras and use time lines to explain patterns of historical continuity and change in the historical succession of related events-
use broad categories of time (years, decades, and centuries)	measure time by millennia and calculate calendar time BC and AD	➡ measure time by millennia and calculate calendar time BC and AD
investigate cause and effect relationships of historical events	rank the importance of causal factors for given events including the possibility of the accidental as a causal factor in history	work forward from an initiating event to its outcome recognizing cause and effect, multiple causation, or the accidental as factors in history
1.2 analyze the historical development of events, people, places, and patterns of life in U.S., world, and Washington State history		
U.S. history		
describe life in the early U.S. both before and after European contact, ***for example, land and people before Columbus, exploration, and discovery***	identify and explain major issues, movements, people, and events in U.S. history from beginnings to 1877 with particular emphasis on change and continuity, ***for example, revolution, the emergence of sectional differences, and the Civil War***	* identify and analyze major issues, movements, people, and events in U.S. history from 1870 to the present with particular emphasis on growth and conflict, ***for example, industrialization, the civil rights movement, and the information age***
world history		
investigate and describe basic elements of civilization and their interrelationship by studying selected civilization from around the world	compare and contrast turning points, major ideas, and people in civilizations drawn from different continents	analyze the historical development of civilizations drawn from different continents with regard to turning points, ideas, people, places, and patterns of life
Washington State history		
explain major events and identify important people in the history of the Pacific Northwest and investigate the influence of geography on the history of the region	interpret events, issues, and developments in Washington State history and their impact on people then and now	analyze the historical development of Washington State history and government including the Washington State Constitution

* The Commission on Student Learning realizes that the U.S. history content contained in the shaded area is not traditionally taught until the 11th grade. At this time, decisions pending on several issues, including the Certificate of Mastery, Goal II assessment, and State Board of Education requirements for high school graduation, may influence this section of the document in the future. However, the content was included to both align with the legislation, which states that successful mastery of the knowledge and core concepts of history should occur by about age 16, and to include the full continuum of U.S. history in what is a comprehensive learning document.

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Social Studies: History - Essential Academic Learning Requirement 1 (Continued)

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.3 examine the influence of culture on U.S., world, and Washington State history		
describe the contributions of people of various cultural groups to the development of the local community and Washington State, ***for example, native peoples, colonists, pioneers, and immigrants***	examine the historical development of different cultures with regard to cultural elements ***such as art, literature, and music, customs and traditions, how people made a living, governments, philosophical and religious ideas, and social developments*** and discuss how these elements have impacted history	examine and discuss historical contributions to U.S. society of various individuals and groups from different cultural, racial, and linguistic backgrounds

2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
2.1 investigate and research		
ask questions to identify a problem from the past	identify social issues and define problems to pose historical questions	determine components of a historical problem
locate, gather, and process information from a variety of primary and secondary sources, including photographs, drawings, artifacts, oral accounts, and documents	locate sources of information and obtain information from a variety of sources including graphs, charts, tables, maps, diagrams, texts, photographs, documents, and interviews	investigate a topic using electronic technology, library resources, and human resources from the community
2.2 analyze historical information		
organize and record information	➧ organize and record information	➧ organize and record information
compare and contrast information from different historical sources	distinguish fact from judgment and opinion; recognize stereotype; compare and contrast historical information	separate fact from conjecture; discern bias; separate relevant from irrelevant information in persuasive materials; distinguish verifiable information
2.3 synthesize information and reflect on findings		
express findings; explain why interpretations of the same historical event can differ	interpret and synthesize information; express findings	evaluate information and develop a statement of the significance of the findings; defend own analysis
examine earlier steps in the investigative process and propose improvements to the process used	propose alternative ways of analyzing and interpreting findings	reason logically; compare and contrast differing perspectives; argue both for and against a position

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3. The student understands the origin and impact of ideas and technological developments on history and social change.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
3.1 explain the origin and impact of an idea on society		
explain how an idea has affected the way people live *such as land rights, free speech, and the separation of church and state*	explain the origins and development of an idea in history, *for example, Puritanism, "separate spheres" for men and women, and abolitionism*	examine how ideas have conflicted with each other *such as democracy vs. communism, individual freedom vs. the common good, and Catholicism vs. Protestantism*
3.2 analyze how historical conditions shape ideas and how ideas change over time		
explain how historical conditions have shaped ideas, *for example, ideas about property rights and religious ideas*	describe how the meaning of ideas can change over time, *for example, ideas about equality, welfare, and democracy*	compare the meaning of ideas in different places and cultures, *for example, ideas about spirituality, progress, and governance*
3.3 understand how ideas and technological developments influence people, resources, and culture		
describe instances in which changes in values, beliefs, and attitudes have resulted from new technology *such as conservation of resources or ideas about the universe*	interpret how ideas and attitudes have been shaped by changing technologies *such as the printing press, atomic energy, and genetic discoveries*	analyze and evaluate how technological developments have changed people's ideas about the natural world *such as relationship to the land, family life, and natural resources*
describe how ideas and technological developments have affected people, resources, and cultures, *for example, map-making, telescopes, and agricultural practices*	assess the impact of ideas and technological developments on society and culture, *for example, railroads, power looms, and steam engines*	evaluate the consequences of ideas and technological developments on the human and natural world, *for example, atomic energy, penicillin, and irrigation*

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The Essential Academic Learning Requirements in

Geography

1. **The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.**

   To meet this standard, the student will:

   1.1 use and construct maps, charts, and other resources to gather and interpret geographic information

   1.2 recognize spatial patterns on Earth's surface and understand the processes that create these patterns

2. **The student understands the complex physical and human characteristics of places and regions.**

   To meet this standard, the student will:

   2.1 describe the natural characteristics of places and regions and explain the causes of their characteristics

   2.2 describe the patterns humans make on places and regions

   2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions

3. **The student observes and analyzes the interaction between people, the environment, and culture.**

   To meet this standard, the student will:

   3.1 identify and examine people's interaction with and impact on the environment

   3.2 analyze how the environment and environmental changes affect people

   3.3 examine cultural characteristics, transmission, diffusion, and interaction

SOCIAL STUDIES: GEOGRAPHY ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. **The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.**

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.1 use and construct maps, charts, and other resources		
examine a variety of maps to describe basic mapping elements, ***for example, title, legend, direction, and grid***	use maps, globes, and other geographic tools including various map projections, satellite imagery, and GIS data to interpret information from a spatial perspective	produce and interpret maps, tables, and graphs that explain problems and may be used to construct solutions, ***for example, transportation networks within regions, literacy rates per states, or the variation in population density in relation to resources and land use***
design a simple map of a local area that displays information using symbols explained in a key	use data and a variety of symbols and colors to create thematic maps and graphs, ***for example, patterns of population, economic features, rainfall, or vegetation***	produce and interpret maps, tables, and graphs that explain problems and may be used to construct solutions, ***for example, transportation networks within regions, literacy rates per states, or the variation in population density in relation to resources and land use***
1.2 recognize spatial patterns on Earth's surface and understand the processes that create these patterns		
locate places, major physical features, and human spatial patterns ***such as states, cities, rivers, and population distribution*** using maps, globes, and other sources	locate physical and human features and events on maps and globes, ***for example, the location of cultural centers, large urban areas in the U.S. now and in the past, and major land forms and climate regions***	explain why various places in different parts of the world have particular physical and human characteristics ***such as the effects of climate and tectonic processes, or settlement and migration patterns***
describe the physical and human processes that create spatial patterns on Earth's surface ***such as weather, earthquakes, gravity, clearing forests, changing waterways, or setting fires***	analyze how human spatial patterns emerge from natural processes and human activities, ***for example, tectonic forces, climate, farming, air pollution, or housing development***	evaluate how physical and human processes that change the physical features of the earth can affect public policy debate, ***for example, how river damming influences the debate about electric power generation***

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2. **The student understands the complex physical and human characteristics of places and regions.**

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
2.1 describe the natural characteristics of places and regions		
observe and describe the physical characteristics of the local area and Washington State ***such as land-forms, bodies of water, and vegetation***	use observation, maps, and other tools to identify and compare the physical characteristics of places and regions ***such as wildlife, climate, natural hazards, and waterways***	describe and interpret the physical processes that shape places and regions ***such as forces from within the Earth, climate, and erosional processes***
2.2 describe the patterns humans make on places and regions		
observe and describe the human characteristics of the local area and Washington State, ***for example, land-use patterns, areas of settlement, and locations of community services***	use observation, maps, and other tools to identify and compare the patterns humans make on places and regions, ***for example, cultural characteristics, population characteristics, and level of economic development***	analyze how social, cultural, and economic influences shape the physical features of places and regions, ***for example, farming, urbanization, trade and commerce, human migration, and transportation***
2.3 identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions		
describe how the people, location, history, culture, roles, and interactions of the region define the Pacific Northwest as a region, ***for example, waterways, buildings, and languages***	examine the Pacific Northwest as part of the Pacific Rim region and describe differences and commonalties among countries in the Pacific Rim region ***such as oceans, land forms, and trading partners***	analyze how cultural and physical features define a place locally and in other parts of the world, ***for example, Native American names, weather patterns, landforms, political alliances, and ring of fire***

3. The student observes and analyzes the interaction between people, the environment, and culture.

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
3.1 identify and examine people's interaction with and impact on the environment		
identify choices individuals have in how they interact with the environment, ***for example, recycling, product choice, and recreation***	analyze the different ways people use the environment, the consequences of use, and possible alternatives	analyze and evaluate the possible benefits and consequences of people's use of the environment, ***for example, recreational use of national parks***
describe how individual behaviors alter the environment and how the environment influences the individual	explain how the actions and interactions of human societies affect and are affected by the environment	analyze how environmental knowledge and responsible action can affect species' survival
3.2 analyze how the environment and environmental changes affect people		
describe how differing environments provide varying opportunities and limits for human activity	explain how the physical environment impacts how and where people live and work	detect and interpret how changes in the physical environment enhance or diminish its capacity to support human activity
describe how people adapt to their environment to meet basic human needs and concerns ***such as shelter, food, and use of energy***	examine how technology can affect people's interaction with the environment	analyze how technological innovation may both solve environmental problems and create new ones
3.3 examine cultural characteristics, transmission, diffusion, and interaction		
know that people are born into societies that are made up of different ethnic, racial, religious, and/or social groups	identify the many groups and subcultures that may exist within a large society and how they interact	evaluate how the numerous subcultures that comprise a national culture interact and examine the consequences of their interaction
identify the ways cultural traditions are expressed through artistic creations and use of the environment, ***for example art, clothing, and architecture***	explain how cultural communication contributes to societal cohesion and/or division, ***for example, through television, books, and movies***	analyze how peoples' responses to public issues ***such as equity issues, gender, or fishing rights*** are shaped by cultural influences
recognize the positive and negative outcomes that can result when people of different cultural backgrounds interact; understand how the awareness of cultural traditions can help in cross-cultural communications	identify how people develop their understanding of culture through the exchange of ideas, art, music, natural resources, and goods and services	examine how communications technologies can bridge or impact cultures

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The Essential Academic Learning Requirements in

Economics

1. **The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.**

   To meet this standard, the student will:

   1.1 comprehend key economic concepts and economic systems

   1.2 observe major forms of business and related careers
   comparing requirements and benefits of various careers

   1.3 understand the monetary system of the U.S. and how individuals' economic choices involve costs and consequences

   1.4 examine how government policies influence the economy
   and understand the theoretical background of taxes

   1.5 examine the importance of international trade

SOCIAL STUDIES: ECONOMICS ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. **The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.**

To meet this standard, the student will:

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.1 comprehend key economic concepts and economic systems		
give examples that show how scarcity and choice govern our economic decisions	give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed	explain how the scarcity of resources (human, capital, technological, natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed
distinguish between needs and wants	describe the role that supply, demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system	analyze the importance of supply and demand within a market economy and such terms as shortage, surplus, black market, durables, luxuries, necessities, market price, price controls, and price supports
give examples of the various institutions that make up economic systems ***such as families, workers, banks, labor unions, government agencies, small businesses and large corporations***	identify and analyze the three basic types of economic systems (traditional, command, and market)	compare and contrast major advantages and disadvantages of a capitalist system with those of a socialist or communist system
1.2 observe major forms of business and related careers		
explain the ways businesses compete with each other, ***for example, pricing, quality service, and new products***	identify the three major forms of business (proprietorships, partnerships, corporations) and the organization of each	compare and contrast major advantages and disadvantages of the three major forms of business (proprietorships, partnerships, corporations)
identify and describe the different jobs people might have within a business organization	compare the different roles and responsibilities people hold within a business organization (corporation, small business, and cottage industry)	analyze costs and benefits of career choices in different organizational settings ***such as self-employment, large corporations, government agencies, and non-profits***
1.3 understand the monetary system of the U.S. and how individuals' economic choices involve costs and consequences		
explain and demonstrate the role of money in everyday life	differentiate among various forms of exchange and money	examine the monetary system of the U.S. and the role banks play in it
devise a strategy for earning and saving money to achieve a goal; know how to track savings	given information about a particular investment, ***for example, buying a house or investing in stocks***, determine the major costs and benefits	identify and compare major ways money can be invested, ***for example, stocks, bonds, mutual funds, or bank accounts***

Social Studies: Economics - Essential Academic Learning Requirement 1 (Continued)

BENCHMARK 1 - TBD	BENCHMARK 2 - TBD	BENCHMARK 3 - TBD
1.4 examine how government policies influence the economy		
identify ways government regulates economic activities in daily life, ***for example, sales tax or minimum wage***	identify ways to measure the local, state, or national economy ***such as GNP, inflation, or unemployment***	analyze how different governments influence their economies, ***for example, price controls, price supports, and fiscal and monetary policies***
	explain the different ways taxes are collected and how taxes are used	examine why taxation is needed and the civic duties of taxpayers
1.5 examine the importance of international trade		
describe how trade between Washington State and other Pacific Rim countries is important to Washington State's economy	investigate and explain the economic advantages and disadvantages of Washington State's economy as it relates to international economic regions	explain the interrelationships between Washington State's economy and other economic regions ***such as the Pacific Rim, NAFTA, the European Union, or APEC***